

WORKFORCE FOCUS

Native Americans

In the coming years, Washington will face an increasing shortage of skilled workers. Growth in the size of the labor force is slowing as the baby boom generation moves into retirement. During the 1990s, Washington's labor force grew at an annual rate of 1.8 percent. During the current decade, this rate will slow to 1.3 percent, and from 2010 to 2020, it will drop to only 0.9 percent.

Part of the solution to the coming labor shortage should come from preparing Native Americans who, in the past, have been underrepresented in the workforce at large.

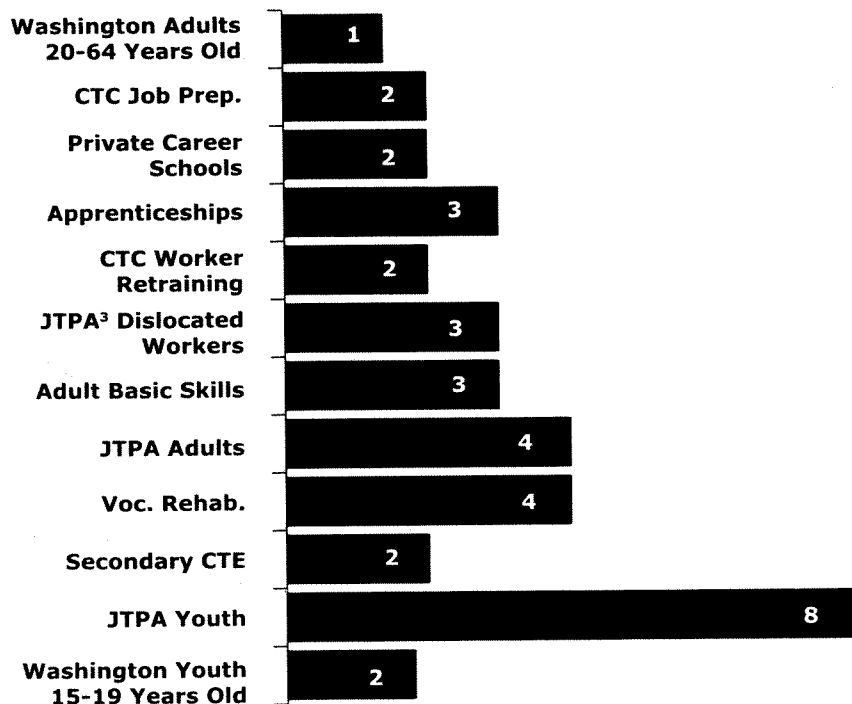
There are about 89,000 Native Americans in Washington State; 1.5 percent of the population.¹ Among youth ages 15 to 19, 1.8 percent are Native Americans. Among working age adults 20 to 64, 1.4 percent are Native Americans.

Research on how well Washington's workforce development system is preparing Native Americans indicates that:²

- The percentage of Native Americans in workforce development programs is somewhat higher than their percentage of the general population (Figure 1).

FIGURE 1

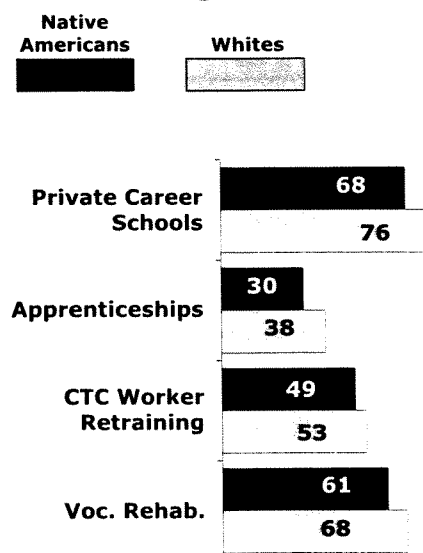
Percentage of Native Americans in Workforce Development Programs



WORKFORCE TRAINING AND
EDUCATION COORDINATING BOARD

FIGURE 2

Percentage of Native Americans Completing Workforce Development Programs



- The completion rate for Native Americans is lower than for whites (Figure 2).
- Employment rates for Native Americans after workforce development programs are mostly lower than the employment rates for whites (Figure 3).⁴
- Twenty-nine percent of Native American secondary career and technical education students go on to further education after graduation compared to 43 percent of whites.
- Among those working, Native Americans earn less than whites per hour in some programs, and often considerably less per annum due to fewer hours worked. (Figures 4 and 5).
- Where data is available, Native Americans indicate they are as satisfied or more satisfied than whites with workforce development programs (Figure 6).

FIGURE 3

Employment Rates of Native Americans After Workforce Development Programs

(Percentage employed during third quarter after leaving the program)

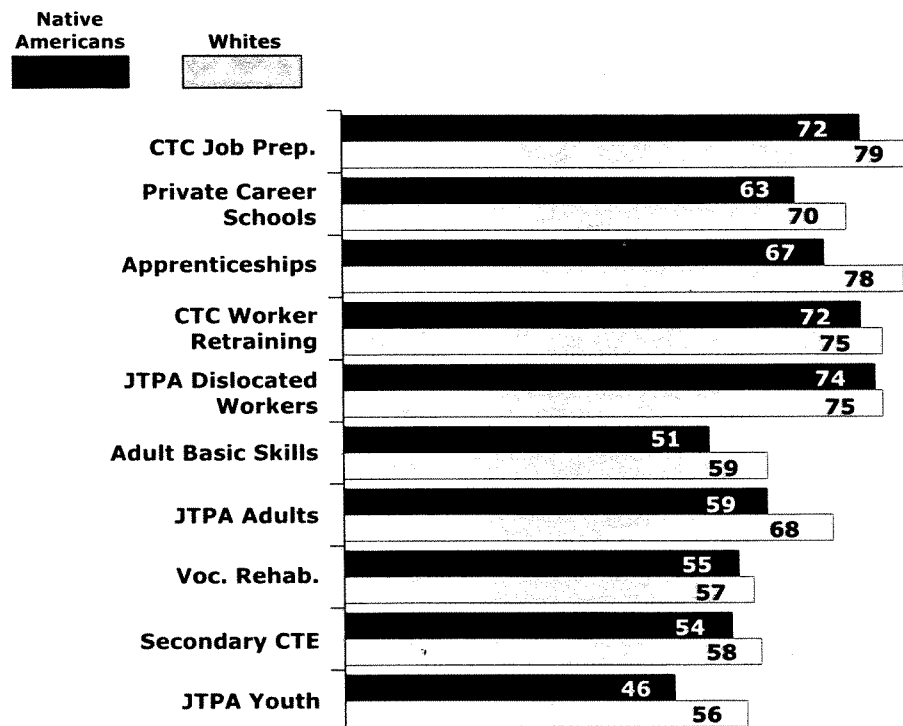


FIGURE 4

Hourly Wages of Native Americans After Workforce Development Programs

(Median based on third quarter after leaving the program)

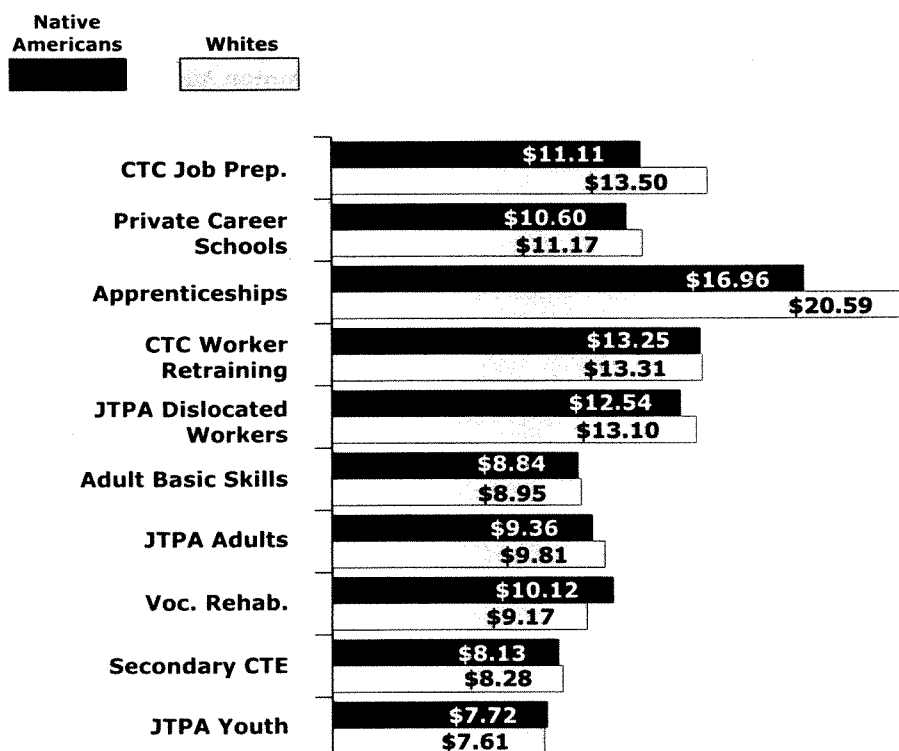
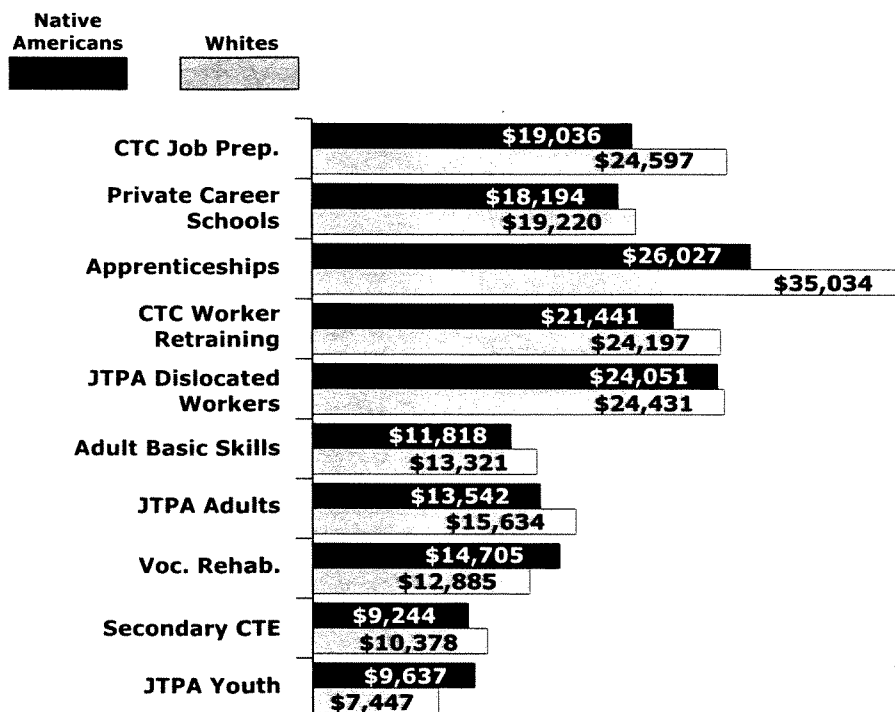


FIGURE 5

**Annual Earnings of Native Americans
After Workforce Development Programs**
(Median based on third quarter after leaving the program)



Glossary

**Community and Technical
Colleges Job Preparatory**

(CTC Job Prep.) provides training and education for a Vocational Associate of Arts degree or a vocational certificate.

Private Career Schools are operated by private businesses for students intending to complete vocational certificates or degrees.

Apprenticeships combine classroom instruction with paid, on-the-job training under supervision of a journey-level craftsman or trade professional.

Worker Retraining at Community and Technical Colleges (CTC Worker Retraining) provides dislocated workers and long-term unemployed with access to job retraining.

Job Training Partnership Act Dislocated Workers (JTPA Dislocated Workers) was a federal employment and training program for dislocated workers replaced by the Workforce Investment Act.

Adult Basic Skills Education (Adult Basic Skills) provides literacy and math instruction for adults.

Job Training Partnership Act Adults (JTPA Adults) was a federal employment and training program for low-income adults replaced by the Workforce Investment Act.

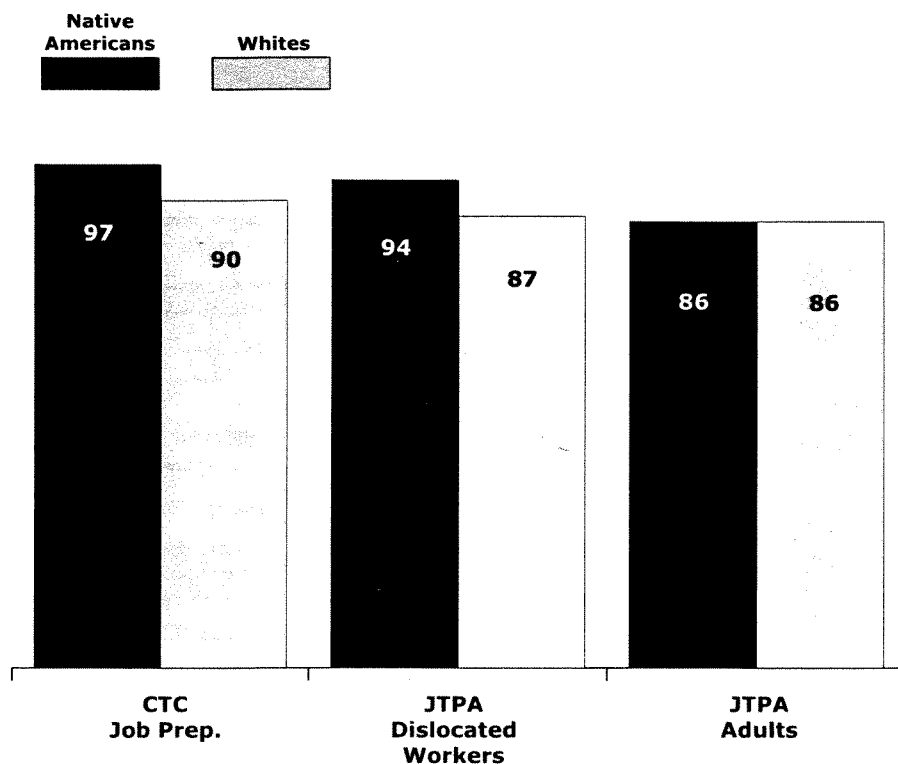
Department of Social and Health Services, Division of Vocational Rehabilitation (Voc. Rehab.) offers services to help individuals with disabilities become employed.

Secondary Career and Technical Education (Secondary CTE) is training and vocational education in high schools.

Job Training Partnership Act Youth (JTPA Youth) was a federal employment and training program for low-income youth 16 to 21 replaced by the Workforce Investment Act.

FIGURE 6

**Percentage of Native Americans Satisfied
With Workforce Development Programs**



End Notes

¹ Provisional 2002 Estimates of State Population, Washington State Office of Financial Management.

² For data sources, methodology, and program description, see *Workforce Training Results 2002* from the Workforce Training and Education Coordinating Board. We caution against making comparisons among the programs: the populations served, the types of services provided, and lengths of training vary substantially from program to program.

³ The Workforce Investment Act replaced the Job Training Partnership Act on July 1, 2000. In order to have sufficient time to follow postprogram employment and earnings, the data here is based on participants who exited between July 1, 1999, and June 30, 2000.

⁴ Employment rates are based only on employment recorded in Employment Security Department records in Washington and other northwest states, thereby understating the actual rate of employment by about 10 percentage points. The rates are for all program participants, not just those who completed the program.

Workforce Training and Education Coordinating Board

Mission

The Workforce Training and Education Coordinating Board's mission is to bring business, labor, and the public sector together to shape strategies to best meet the state and local workforce and employer needs of Washington in order to create and sustain a high-skill, high-wage economy.

To fulfill this Mission, Board members, with the support of staff, work together to:

- Advise the Governor and Legislature on workforce development policy.
- Promote an integrated system of workforce development that responds to the lifelong learning needs of the current and future workforce.
- Advocate for the nonbaccalaureate training and education needs of workers and employers.
- Facilitate innovations in workforce development policy and practices.
- Ensure system quality and accountability by evaluating results and supporting high standards and continuous improvement.

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